

## University of Groningen

### Differentiation to improve the articulation between levels

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Propositions  
Belonging to the PhD Thesis

**Differentiation to improve the articulation between levels  
In the teaching of English in primary and secondary education in the  
Netherlands**

1. The articulation between levels of English language teaching in primary and secondary education in the Netherlands is hampered by differences in historical development, aims, approach, focus on skills, time spent on skills, materials, teachers and teacher training. (Chapter 2 & 3)
2. English language teachers in secondary education devote too much time on grammar. (Chapter 3)
3. Increasing the perceived usefulness and fun of learning English improves the intention to learn English. (Chapter 6)
4. Differentiation of English language teaching improves language skills gains as well as student attitudes towards learning the English language. (Chapter 6)
5. Differentiation is the only way to offer all students the appropriate challenges and success experiences in English language teaching they deserve. (Chapter 4, 6 & 8)
6. Combining qualitative, quantitative, desk- and fieldwork research in one study improves the quality of scientific results. (This thesis)
7. We can judge our progress by the courage of our questions and the depth of our answers, our willingness to embrace what is true rather than what feels good. (Carl Sagan)
8. The first page I ever learnt in French was full of things that are quite difficult to get into conversation. (Eddie Izzard in 'Dressed to Kill')
9. I have memorized this utterly useless piece of information long enough to pass a test question and I now intend to forget it forever, so you've taught me nothing except how to cynically manipulate the system. (Calvin & Hobbes, 'There's treasure everywhere')

Ton de Kraay  
Groningen, November 21st, 2016